

EYFS Curriculum Overview

The Outcome

Resilient, independent, curious learners who are confident to take risks and make mistakes. Learners who are reflective of their learning thinking what went well and what could go even better next time. Caring compassionate citizens who are courteous and kind, taking pride in their school and wider environment.

Threads

One World Diversity & Mutual Respect Democracy & Individual Liberty	Human Impact Sustainability & Ecology	Human Endeavour The spirit of adventure, innovation and inspiration
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Starting Points – Areas of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons					
This is me	Light and Dark	Our Superhero's	Growing and Changing	Healthy Lifestyles	Oceans and Jungles

Process Skills and Process Knowledge – Knowing what?

	Reception
English	Reading Children will enjoy engaging with books, both fiction and non-fiction, identifying some of the different features of both. Through exposure to a wide variety of literature Children will begin to have a favourite author. Children will use and understand vocabulary introduced through a broad range of literature. They will be able to engage in discussion about stories, including talking about characters and key events. Children will retell stories using Talk 4 Writing.

	<p>Through the Phonics programme Read, Write Inc., children will learn to blend and segment, applying sounds in phase 1-2 to words. They will be given the opportunity to read books that match their individual phonics knowledge to develop confidence, fluency and understanding.</p> <p><u>Writing</u> Through the Read, Write Inc. programme, children will learn to apply knowledge of sounds in phases 1-2 in their writing. Children will be given opportunities to write with a purpose, using recognisable and correctly formed letters. Adults will support writing by providing time for children to listen, engage in conversations to support their vocabulary, develop their motor skills and love for books.</p>
Maths	<p><u>Number</u> Through loose parts, natural objects and found objects in the environment, adults will promote curiosity around number and counting. Children will begin to have a deep understanding of number to 10, including the composition of each number, including being able to subitise (recognise quantities without counting) up to 5. Through exploration of number, children can automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u> Children will be able to verbally count beyond 20, recognising the pattern of the counting system; Through this, children will be able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will be confident with the early number system and will apply this to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><u>Shape/Space</u> Children are given the opportunity to explore shape and space, allowing them to be able to combine shapes to make new shapes, <i>e.g. two semi circles to make a circle</i>. Children will be able to use prepositional language independently.</p> <p><u>Pattern</u> Through exploration, children will notice an error in a repeating pattern. They will be able to continue, copy and create repeating patterns.</p> <p><u>Measure</u> Through play, children will begin to make comparisons between length, weight and capacity. Children will use non-standard and standard equipment to measure, length/weight/ capacity.</p>
Science	<p>Children explore the natural world around them, making observations and simple predictions including drawing pictures of animals and plants.</p> <p>Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
History	<p>Children will begin to sequence events in their life to gain an understanding of the past. Children will begin to look at objects of the past and present, sparking curiosity awe and wonder. They will ask the questions - what? where? who? when? and why? and make the connection that things and people change over time.</p>

Geography	Children will be able to discuss some features of the area in which they live. They will know that there are many countries around the world and make comparisons between the lives of children in different countries. They will identify features on a simple map (trees, house, river, mountain) and use pictures to compare and contrast environments around the world.
PSHE	<p><u>Time to be</u> Children are encouraged to be mindful, respectful and considerate individuals who are beginning to recognise and manage their primary emotions.</p> <p><u>Time for me</u> Children are encouraged to be a self-appreciating member of the class, recognising their strengths. Through adult support, children will show resilience and perseverance in the face of challenge. Children will be able to age appropriately identify and moderate their feelings and think about the feelings of others. Children will also be able to show basic self-care skills.</p> <p><u>Time for us</u> Children will see themselves as part of the class community, showing respectful and trusting relationships with others.</p>
Art	Children will explore different artists from around the world to develop their own artistic ideas and techniques. Children will have regular access to a range of mark-making materials and printing. Children will explore collage and textile through a range of materials and will review what they and others have created, saying what they think and feel about it.
DT	<p>Children begin to plan and design their own creations with a purpose in mind. Children will be given the opportunity to construct their design using a variety of simple tools to shape and join materials together. Children will adapt initial ideas to make them better as well as explain some features of their design.</p> <p>When cooking, children will follow basic food safety and hygiene procedures, they will also mix ingredients using a whisk, spoon or hands.</p>
PE	<p>Through weekly PE sessions children explore the following areas:</p> <p>Dance - Children will create simple actions/movements to pieces of music and preform these.</p> <p>Strike and Field -Children will explore kicking, catching, throwing, bowling and batting.</p> <p>Athletics</p>

	<p>- Children will learn to leap, bounce and jump in different ways. They will step over and through cones, run short distances and races, and throw at targets.</p> <p>Gymnastics</p> <p>- Children will follow a warm up and carry out exercises safely. They will use apparatus to perform simple sequences involving balancing, rolling, flight and travel.</p>
Music	<p>Children will be given the opportunity to explore a variety of music and instruments. Children will have exposure so that they can experience that music can touch your feelings. They will be able to talk about the similarities and differences in genres of music.</p> <p>Through exploring music, children will be able to;</p> <ul style="list-style-type: none"> -Explore and invent music patterns -Keep the beat of the song -Explore high pitch and low pitch -Copy-clap some rhythms -Sing along with a pre-recorded song and add actions. -Sing along with the backing track. -Perform nursery rhymes by singing and adding actions. - Perform any nursery rhymes or songs adding a simple instrumental part. -Enjoy moving to music through traveling and moving in a variety of ways.
RE	<p>Children will explore the religious beliefs of their peers and the wider world through discussion, special people, books, celebrations, objects and by visiting places of worship. Children will discuss how other celebrations are similar or different to their own.</p>
Computing	<p>Children will play simple games on the Interactive Whiteboard by dragging and dropping items and will be able to complete a simple app or programme on the computer or IPad. Children will be able to Independently change games or increase levels of difficulty on games and recognise that they need to ask for help if they need it.</p> <p>Children will begin to capture their own pictures and videos. They will begin to develop their own editing skills using programs such as pic collage. Children will also have the opportunity to tinker and programme technological toys to move in various directions.</p>

Reception Propositional Knowledge – Knowing how?

	This is me	Light and Dark	Our Superhero's	Living Things	Healthy Lifestyles	Oceans and Jungles
English	<p>The Three Little Pigs</p> <p>We're Going on a Bear Hunt</p> <p>Goldilocks and the Three Bears</p> <p>Phonics: Set 1 single letter sounds</p> <p>Writing: Writes own name and initial sounds</p>	<p>Owl Babies</p> <p>Room on a Broom</p> <p>Whatever Next</p> <p>My Pet Star</p> <p>Phonics: Set 1 single letter sounds. Able to blend sounds into words when an adult says the sounds.</p> <p>Writing: Writes CVC words</p> <p>Writes labels</p>	<p>Superworm</p> <p>Supertato</p> <p>Guess How Much I Love You</p> <p>Phonics: Set 1 single letter sounds. Blending sounds to read words. Starting to read books.</p> <p>Writing: Writes captions</p> <p>Letters are beginning to be correctly formed</p>	<p>Mr Wolf's Pancakes</p> <p>The Three Billy Goats Gruff</p> <p>Farmer Duck</p> <p>Phonics: Phase 1 special friend sounds.</p> <p>Writing: Beginning to write simple phrases.</p>	<p>The Hungry Caterpillar</p> <p>Handa's Surprise</p> <p>Oliver's Vegetables</p> <p>Phonics: Phase 2 sounds</p> <p>Writing: Beginning to write simple sentences. Writes on a line.</p>	<p>Sharing a Shell</p> <p>Someone Swallowed Stanley</p> <p>There's a Tiger in the Garden</p> <p>Phonics: Phase 2 sounds</p> <p>Writing: Writes short sentences using a capital letter and full stop. Re-reads what they have written to check it makes sense.</p>
Maths	<p>Matching, sorting and comparing amounts, size, mass and capacity.</p> <p>Creating and noticing errors in two part repeating patterns.</p>	<p>Representing, comparing and exploring composition of 1,2,3,. Subitising to 3.</p> <p>Using positional language. Exploring Time (Night & Day) and 2D Shapes</p> <p>Combining 2D Shapes to make new shapes</p>	<p>Comparing Mass and capacity.</p> <p>Representing, comparing and exploring composition 4 & 5.</p> <p>Subitising to 5.</p> <p>Recalling number bonds to 5.</p>	<p>Representing, comparing and exploring composition within 10.</p> <p>Combining two groups.</p> <p>Measuring length, time and height.</p> <p>Exploring 3D shapes.</p> <p>Creating and noticing errors in three part repeating patterns.</p>	<p>Verbally counting beyond 20, recognising the pattern of the counting system.</p> <p>Adding and subtraction within 10.</p> <p>Recalling number bonds to 10.</p>	<p>Exploring evens, odds, double facts and how quantities can be distributed equally.</p>

Science	Autumn	Changing states - melting and freezing Nocturnal Animals	Spring	Life cycles/habitats	Brushing teeth/self-care	Forces Sinking and Floating
History	Sharing family portraits Sharing likes and dislikes	Christmas – toys of the past and present Historical figure – Neil Armstrong	Historical figure – Florence Nightingale	Fossils – How things change over time	Baby pictures – How we change over time	Historical Figure – David Attenborough
Geography	Our Local Area Observing and expressing views of their local environments. Discussing daily weather.	The World Looking at a globe. Looking where we live. Distinguishing between land and sea. Locating the polar regions.	The North and South Pole Exploring a range of polar animals habitats Looking at why the animals live there. Recognising some environments that are different to the one in which they live.	Maps Using maps to locate objects in 'real life'. Map drawing	Kenya – Handa's Surprise Making comparisons between lives of children in different countries	Oceans and Jungles. Looking at the plants and animals that live there. Looking at how to look after our oceans.
PSHE	Time to be Breathing - Introduction to breathing Movement and Yoga - Introduction of simple poses Managing emotion - Zones of regulation Time for Me Health and Wellbeing / Living in the wider world -Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. Time for Us Relationships -See themselves as a valuable individual. -Build constructive and respectful relationships -Think about the perspectives of others.					
Art	3D Form – nature sculpture – Andy Goldsworthy		Local artists	Observational drawings		Painting - Impressionism - Monet

DT		<p>Junk Modelling – building rocket ships.</p> <p>Using simple tools and techniques competently and appropriately.</p> <p>Joining Materials</p>			<p>Making Sandwiches and Fruit kebabs for a healthy tea party/picnic</p> <p>-Knowing that food comes from plants and animals.</p> <p>-How to prepare simple dishes safely and hygienically, without using a heat source</p>	
PE	Dance	Strike and Field	Invasion Games	Net and Wall	Gymnastics	Athletics
Music	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
RE	Hindu: Diwali	<p>Muslim: Eid</p> <p>Christianity: Christmas</p>	Chinese New Year	Christianity: Easter	Special Places – Places of Worship	Muslim: Ramadan
Computing	Computer Science	Information Technology	Digital Literacy	Computer Science	Information Technology	Digital Literacy

Key Subject Vocabulary

(In addition to skills vocabulary)

	Reception
English	Fiction, non –fiction, blend, segment, phonics, author, illustrator, blurb, beginning, middle, end, characters, story map, story string, setting, rhyme, poem Writing, capital letter, finger space, full stop, sentence, word, re-read, letters, sounds, spelling, adjectives, fred fingers, fred talk
Maths	More, less, equal, total, add, takeaway, double, half, fair, pair, odd, even, number sentence, sharing, numbers 0-20, number bonds to 5 shape, 2d, 3d, circle, triangle, square, rectangle, semi-circle, match, sort, describe, explain, cone, sphere, cube, cuboid, pyramid, sides, corners, edge, curve, straight, round, flat, face, above, below, next to, in front, behind, beside, in between, across, pattern, two-part, three-part, repeating, create, copy, continue, Longer, shorter, taller, heavy light, weight, scales, balance, equal, length, measure, capacity, container, full, empty, nearly full, nearly empty, half-full, most, least, time, clock, o'clock, next, earlier, before, after, every day, timetable, distance, further, first, next, then
Science	Predict, observe, experiment, habitat, grow, change, living things, nocturnal
History	A long time ago, same, different, change people, lives Past/now, old, new, yesterday, about me
Geography	Local , far, near, Content specific vocab - up, down, left and right Geography skills Vocab – Map, globe, directions, key, General Order, compare
PSHE	Zones of regulation vocabulary Healthy, Dentist, Doctor, Nurse, Exercise, Rest. Kind, Unkind Family, Community Same, Different, Like, Dislike Breathing Yoga Journaling Vocabulary of yet – mistake, learn, improve,
Art	Names of individual colours, Impressionism, Monet, Sculpture, Andy Goldsworthy, portrait, landscape
DT	Mechanisms Wheels & Axles: Car, wheel, pull, push Structures Freestanding Structures:

	Cut, join, weak, strong Food Preparing food Cut, taste, fruit, vegetable, bread, sandwich
PE	Space, speed, action, movement, travel, slow, fast, forwards, backwards, sideways, left, right, grip, overarm, catch, throw, bowl, kick, skip, hop, jump, star jump, goal, team, warm up, roll, balance
Music	pitch, song, instrument, performance, rhythm
RE	Christian, believe, Jesus, bible, muslim,
Computing	IPad, computer, laptop, mouse, keyboard, beetbot, app, game, level, camera, video, play, pause

Experiences and Wider Purpose/ Cultural Capital					
This is me	Light and Dark	Our Superhero's	Living Things	Healthy Lifestyles	Oceans and Jungles
A walk in the local community	Pantomime visit/Pantomime comes to school	Visit from a firefighter	Visit a farm/ hatch ducklings	Healthy food tea party in the classroom/ Healthy picnic in the park	Visit the Sea Life centre/ Zoo